

STATE OF DELAWARE
SINGLE POINT OF CONTACT – SPOC
INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS
Office of Management and Budget
Haslet Building, 3rd Floor, Dover, Delaware 19901
(302) 739-4206

07-26-10P12:55 RCVD

Copy Bert Scaglietti 7/27/10

1. STATE APPLICATION IDENTIFIER:

S0-07-23-10

SPOC use ONLY

Month

08

Reviewer

JC

CC's

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2. Applicant Project Title: NCLB Title I – Part A: Improving the Academic Achievement of the Disadvantaged - **ARRA**

3. Applicant Department: Delaware Department of Education

4. Applicant Division/APU: College and Career Readiness Branch

5. Applicant Address: Collette Education Resource Center, 35 Commerce Way, Dover, DE 19904

6. Contact Person: Amelia E. Hodges, Ed.D.

7. Contact Person's Phone Number: 302-857-3320

8. Signature of Secretary or Agency Head (for state agencies) or Chief Administrator (for all other applicants)

[Signature]

9. Federal Grantor Department: United State Department of Education

10. Federal Sub-Agency:

11. Federal Contact Person: Carlos McCauley

12. Phone Number: (202) 260-0824

13. Address: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20212-6132

14. Federal Program Title:
School Improvement Grants, 1003(g)

15. FEDERAL CATALOG NO:
(CFDA)
84 377A

16. Project Description:
School Improvement Grants, 1003(g)

17. Will funds be utilized for any technology initiatives? ☐ Yes ☒ No If so, Business Case Number and brief project summary:

18. Measurable Objectives:
a. What were last year's objectives?
1. This program has been revised – new requirements this year
b. Were these objectives met? (If not, please explain why)

c. What are this year's objectives?

Same at those cited for the previous year.

The State will provide subgrants to local educational agencies for the purpose of providing assistance for school improvement in the state's "persistently low performing schools" consistent requirements of section 1116 of ESEA, Title I, Part A.

(If more space is needed, please attach a separate sheet of paper)

7/27/10

19. Grant Period: From: 2/1/7/2009 To: 9/30/10	20. How many years has this project been funded: <i>1 to 3, depending on program waivers granted</i>	21. If the project was funded last year, how much federal money was awarded? <i>n/a</i>
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22. Source of funding for this application:	Dollars
a. Federal grant	8,948,688
b. Other federal funds (Specify)	
c. Required state contribution (Specify source of funding)	
d. Discretionary state contribution (Specify source of funding)	
e. Required local contribution	
f. Other non- federal funds (Specify)	
TOTAL	8,948,688

23. Budget by cost category and source::	Federal Funds	State Funds	Other Funds	Total Funds
Salaries & Fringe Benefits				
Personal or Contractual Services				
Travel				
Supplies & Materials				
Capital Expenditures				
Audit Fees				
Indirect Costs:				
Pass Through	\$8,948,688			\$8,948,688
TOTAL	\$8,948,688			\$8,948,688

24. How many positions are required for the project?			
Breakdown of position(s)	Authorized in State Budget	New Positions Required	Total
Paid for out of federal funds			
Paid for out of General Funds			
Paid for out of state special funds			
Paid for out of bond/local/other funds			
TOTAL			

Abstract

New state regulations give the State authority to select Persistently Low Achieving (PLA) schools for inclusion in a state "Partnership Zone." Partnership Zone schools will operate under special conditions that promote rapid improvements in school performance. LEAs with schools in the Partnership Zone must, in partnership with the State, select one of the four intervention models defined in Race to the Top and SIG federal programs. Regulation requires that the Delaware Department of Education (DDOE) and the LEA enter into a Memorandum of Understanding (MOU) regarding the selection of the model – closure, restart, turnaround, or transformation – as well as regarding the details of the implementation of the plan. For each of the four options, certain elements are mandated by regulation (the elements are the same as those described in the Race to the Top and 1003(g) guidance). No matter which model is selected, the MOU must provide for regular oversight of the school by the DDOE. The SIG program will only support Partnership Zone schools that fall into Tier I, Tier II, or Tier III of the SIG eligible schools. SIG awards will *not* be granted to a Partnership Zone school that is not identified in the three SIG tiers, including any Partnership Zone school that is not a Title I school and is not Title I eligible.

Delaware 1003(g) SIG Tier I, II, and III schools – Without Small School Waiver Request

SIG Tier	District	NCES ID#	School	Title I 2009-10	Title I Eligible 2009-10, not including	Edu Level	AYP Status 2009-2010	Grade Span	NCES Grade Span	Percent Prof (Math and ELA Average) 2007	Percent Prof (Math and ELA Average) 2008	Percent Prof (Math and ELA Average) 2009	Three Year Slope	2009 %Prof (Rank Prof)	Three Year Slope	Rank Prof*50 + Rank (Rank Progress)	2007 Grad Rate	2008 Grad Rate	2009 Grad Rate
1	Christina	00217	Stubbs Elem	Y	Y	E	SI1	K-5	KG05	69.3	54.7	35.9	-16.69	19	20	19.5			
1	Positive Outcomes	00013	Positive Outcomes Charter	Y	Y	S	CA	7-12	KG12	40.2	48.4	35.5	-2.35	20	17	18.5	62.5	50.0	72.2
1	Christina	00233	Bancroft Elem	Y	Y	E	R3	K-5	KG05	62.8	49.8	39.0	-11.94	18	18	18			
1	Christina	00220	Pulaski Elem	Y	Y	E	R4	K-5	KG05	74.8	61.1	49.5	-12.68	12	19	15.5			
1	Red Clay	00250	Warner Elem	Y	Y	E	SI2	K-5	PK05	41.4	44.9	39.8	-0.80	17	14	15.5			
2	Colonial	00209	Penn High	N	Y	S	R2	9-12	0912	53.0	52.9	43.7	-4.69	24	26	25	73.8	67.5	79.6
2	Colonial	00061	New Castle School	N	Y	I	N	5-12	0612	15.1	9.8	7.5	-3.79	26	23	24.5			
2	Brandywine	00246	Mt Pleasant High	N	Y	S	R2	9-12	0912	60.1	65.2	51.7	-4.21	19	25	22	80.7	89.9	92.5
2	Red Clay	00274	McKean High	N	Y	S	R3	9-12	0812	54.0	46.1	48.7	-2.63	22	21	21.5	61.5	65.4	75.3
2	Red Clay	00275	Dickinson High	N	Y	S	R3	9-12	0812	51.5	53.8	48.1	-1.67	23	15	19	63.2	68.5	67.2
2	Capital	00328	Kent County Alternative	N	Y	I	N	7-12	0912	0.0	9.1	33.3	16.67	25	1	13	15.4	9.1	20.0
3	NCC Votech	00297	Howard HS of Tech	Y	Y	S	SI2	9-12	0812	54.1	56.4	49.4	-2.34	13	16	14.5	96.3	97.0	97.0
3	Christina	00240	Christiana High	Y	Y	S	SI1	9-12	0812	39.7	42.9	40.3	0.32	16	12	14	76.9	72.4	75.2
3	Christina	00239	Glasgow High	Y	Y	S	SI1	9-12	0812	40.6	41.3	41.2	0.31	14	13	13.5	72.9	68.2	73.0
3	East Side	00017	East Side Charter	Y	Y	E	SI2	K-8	PK08	37.9	40.9	40.4	1.23	15	11	13			
3	Christina	00238	Newark High	Y	Y	S	SI1	9-12	0812	61.7	61.5	57.1	-2.27	10	15	12.5	76.4	77.9	80.1
3	Red Clay	00264	Baltz Elem	Y	Y	E	SI1	K-6	PK06	62.8	58.1	66.4	1.77	9	9	9			
3	Academy of Dover	00144	Academy of Dover Charter	Y	Y	E	SI2	K-4	KG06	47.4	52.3	53.3	2.92	11	5	8			
3	Christina	00234	Shue-Medill Middle	Y	Y	S	SI1	6-8	0608	67.5	68.2	70.6	1.54	6	10	8			
3	Seaford	00156	Seaford Middle	Y	Y	S	SI1	6-8	0608	65.5	67.6	70.0	2.26	7	7	7			
3	Brandywine	00285	Harian Elem	Y	Y	E	SI2	4-6	KG05	73.0	77.2	77.2	2.12	1	8	4.5			
3	Brandywine	00294	Talley Middle	Y	Y	S	SI1	7-8	0608	63.9	65.9	71.0	3.50	5	4	4.5			
3	Christina	00235	Kirk Middle	Y	Y	S	SI1	6-8	0608	59.7	63.3	69.7	5.00	8	1	4.5			
3	Laurel	00059	Laurel Intermediate	Y	Y	E	SI1	5-6	0406	69.2	66.3	73.9	2.32	2	6	4			
3	NCC Votech	00154	Delcastle Tech High	Y	Y	S	SI2	9-12	0812	62.4	66.5	71.8	4.74	4	2	3	95.7	98.5	99.4
3	Christina	00236	Gauger-Cobbs Middle	Y	Y	S	SI1	6-8	0608	63.8	64.0	72.8	4.50	3	3	3			

Schools Tier I = 5 # Schools Tier II = 6 # Schools Tier III = 15 Total SIG Schools (all Tiers) = 26
(1 of 6 by Grad Rate)

Delaware 1003(g) SIG Tier I, II, and III schools – With Small School Waiver Request (waiver granted June 2010)

SIG Tier	District	NCES ID#	School	Title I 2009-10	Title I Eligible 2009-10, not participating	Edu Level	AYP Status 2009-2010	Grade Span	NCES Grade Span	Percent Prof (Math and ELA Average) 2007	Percent Prof (Math and ELA Average) 2008	Percent Prof (Math and ELA Average) 2009	Three Year Slope	2009 % Prof (Rank Prof)	Three Year Slope (Rank Progress)	Rank Prof*.50 + Rank Progress*.50	2007 Grad Rate	2008 Grad Rate	2009 Grad Rate
1	Christina	00217	Stubbs Elem	Y	Y	E	SI1	KN-5	KG05	69.25	54.65	35.88	-16.69	19.00	20.00	19.50			
1	Positive Outcomes	00013	Positive Outcomes	Y	Y	S	CA	7-12	0712	40.18	48.37	35.48	-2.35	20.00	17.00	18.50	62.50	50.00	72.22
1	Christina	00233	Bancroft Elem	Y	Y	E	R3	KN-5	KG05	62.84	49.80	38.96	-11.94	18.00	18.00	18.00			
1	Red Clay	00250	Warner Elem	Y	Y	E	SI2	KN-5	PK05	41.43	44.88	39.84	-0.80	17.00	14.00	15.50			
1	Christina	00220	Pulaski Elem	Y	Y	E	R4	KN-5	KG05	74.83	61.12	49.47	-12.68	12.00	19.00	15.50			
2	Colonial	00209	Penn High	N	Y	S	R2	9-12	0912	53.04	52.94	43.67	-4.69	24.00	24.00	24.00	73.78	67.47	79.62
2	Red Clay	00274	McKean High	N	Y	S	R3	9-12	0812	53.96	46.07	48.70	-2.63	22.00	20.00	21.00	61.50	65.42	75.31
2	Brandywine	00246	Mt Pleasant High	N	Y	S	R2	9-12	0912	60.11	65.17	51.70	-4.21	19.00	23.00	21.00	80.75	89.89	92.51
2	Red Clay	00275	Dickinson High	N	Y	S	R3	9-12	0812	51.46	53.84	48.12	-1.67	23.00	14.00	18.50	63.18	68.50	67.20
2	Seaford	00158	Seaford High	N	Y	S	R1	9-12	0812	55.71	60.21	51.28	-2.22	20.00	17.00	18.50	69.23	70.91	76.43
2	Colonial	00271	McCullough Middle	N	Y	S	N	6-8	0608		57.19	54.72	-2.47	18.00	19.00	18.50			
3	NCC Votech	00297	Howard HS of Tech	Y	Y	S	SI2	9-12	0812	54.12	56.41	49.45	-2.34	13.00	16.00	14.50	96.27	97.03	96.97
3	Christina	00240	Christiana High	Y	Y	S	SI1	9-12	0812	39.70	42.95	40.33	0.32	16.00	12.00	14.00	76.92	72.43	75.22
3	Christina	00239	Glasgow High	Y	Y	S	SI1	9-12	0812	40.60	41.28	41.22	0.31	14.00	13.00	13.50	72.91	68.18	73.04
3	East Side	00017	East Side	Y	Y	E	SI2	08	PK08	37.95	40.95	40.42	1.23	15.00	11.00	13.00			
3	Christina	00238	Newark High	Y	Y	S	SI1	9-12	0812	61.68	61.48	57.14	-2.27	10.00	15.00	12.50	76.44	77.94	80.05
3	Red Clay	00264	Baltz Elem	Y	Y	E	SI1	KN-6	PK06	62.83	58.09	66.38	1.77	9.00	9.00	9.00			
3	Academy of Dover	00144	Academy of Dover	Y	Y	E	SI2	KN-4	KG06	47.41	52.32	53.25	2.92	11.00	5.00	8.00			
3	Christina	00234	Shue-Medill Middle	Y	Y	S	SI1	6-8	0608	67.55	68.23	70.62	1.54	6.00	10.00	8.00			
3	Seaford	00156	Seaford Middle	Y	Y	S	SI1	6-8	0608	65.50	67.62	70.02	2.26	7.00	7.00	7.00			
3	Christina	00235	Kirk Middle	Y	Y	S	SI1	6-8	0608	59.68	63.34	69.68	5.00	8.00	1.00	4.50			
3	Brandywine	00294	Talley Middle	Y	Y	S	SI1	7-8	0608	63.95	65.95	70.95	3.50	5.00	4.00	4.50			
3	Brandywine	00285	Harlan Elem	Y	Y	E	SI2	4-6	KG05	72.96	77.18	77.21	2.12	1.00	8.00	4.50			
3	Laurel	00059	Laurel Intermediate	Y	Y	E	SI1	5-6	0406	69.20	66.33	73.85	2.32	2.00	6.00	4.00			
3	NCC Votech	00154	Delcastle Tech High	Y	Y	S	SI2	9-12	0812	62.36	66.53	71.85	4.74	4.00	2.00	3.00	95.72	98.46	99.38
3	Christina	00236	Gauger-Cobbs Middle	Y	Y	S	SI1	6-8	0608	63.79	63.97	72.79	4.50	3.00	3.00	3.00			
3*	Colonial	00061	New Castle School*	N	Y	I	N	5-12	0612	15.08	9.84	7.50	-3.79						
3*	Capital	00328	Kent County Alternative*	N	Y	I	N	7-12	0912	0.00	9.09	33.33	16.67				15.38	9.09	20.00

*Small school status

Schools Tier I = 5

Schools Tier II = 6

Schools Tier III = 17

Total SIG Schools (all Tiers) = 28

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Part 1

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.*

All LEAs are required to have an LEA Success Plan. The success plan is a required component of LEA applications for federal and state funds. The LEA Success Plan is the comprehensive strategic plan for the LEA. All LEA applications for funds must show how funds will support the overarching LEA Success Plan. Specifically, within funding applications, LEAs must show how Budgeted Activities directly support the LEA's effort to address the needs, goals, objectives, progress targets, and strategies within the overarching plan.

Within each success plan, the LEA must identify the following information:

- LEA Mission – A statement that defines the core purpose of the organization
- LEA Vision – A word picture of what the organization intends ultimately to become in the future
- Needs Assessment – The needs of the students, staff and community and, to the extent that they can be identified, the underlying causes of these needs
- Goals – Statements of future achievements that are designed to attain the mission
- Objectives – Measurable outcomes that support the goals
- Formative and Summative Progress Measures and Targets – Quantitative indicators that gauge the status of the objectives throughout the plan implementation
- Strategies – Statements that describe how the organization will influence the measures

Each LEA School Improvement Grant (SIG) application will require an amendment to the LEA Success Plan. The amended plan will include:

- Updated needs assessment information for all schools being served by SIG
- A separate SIG goal for each intervention chosen
- Identification of specific school(s) objectives, formative and summative progress measures and targets, and strategies directly related to each SIG goal
- Identification of all SIG-eligible state Partnership Zone schools

All LEA applications will be reviewed by a team of DDOE staff members including those responsible for Title I, school improvement, accountability, Partnership Zone schools, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. (The full DDOE Title I, 1003(g) SIG Review checklist is Located in Appendix C)

The SIG goal(s) will be reviewed using the following criteria:

- A separate SIG goal for each model chosen
- Each SIG goal must clearly state the model chosen and in which school(s) the model will be implemented. (Example: ABC School District will implement the Turnaround Model in ABC Middle School)

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The needs analysis section of the success plan and specific needs within the SIG goal will be reviewed using the following criteria:

- Needs must identify each of the academic reasons why each school is in improvement, or is low achieving.
- Non-academic needs and associated data must be clearly and logically linked to conditions that impact student achievement. (Examples: attendance, health issues, parent literacy, or behavior problems).

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Each DDOE SIG review team member will have the opportunity to comment and provide feedback on each section of the application. The LEA capacity section will be reviewed using the following criteria:

- The LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools) and all SIG-eligible state Partnership Zone schools within the LEA
- If the LEA is not serving all eligible Tier I and Tier II schools, the LEA must provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen *not* to serve, including LEA staffing, fiscal, and other resource limitations
- The LEA must provide rationale for the model chosen for each school served. Rationale must be clearly and logically linked to the needs for each school
- The LEA must identify which LEA-level staff members and outside experts will be supporting each school, and each person's expertise that will contribute to successful implementation of the grant
- If the EMO/CMO management model is selected, the LEA must provide evidence of the availability and quality of each EMO or CMO under consideration, including a evidence of interest from potential EMO or CMO partners
- If the school closure model is selected, the LEA must provide evidence that students will be enrolled in higher performing schools in the LEA (or LEA of residence in the case of charter schools)
- If the Turnaround model is chosen, the LEA must provide evidence that all required components of the model will be implemented
- If the Transformation model is chosen, the LEA must provide evidence that all required components of the model will be implemented. Beginning 2011-2012 school year, this will include participation in the Delaware Performance Appraisal System (DPAS) as required under new state regulations 106 and 108. (Full copies of the new regulations may be found in PDF attachments accompanying this application) For the 2010-2011 school year this will include LEA commitment that participating schools will
 - Participate in state activities to develop multiple indicators of student improvement for DPAS, as revised by state regulation 106 and 108, for utilization state wide in the 2011-2012 school year
 - Review current DPAS to determine which criteria will be used to evaluate teacher and administrator effectiveness during the 2010-2011 school year in their respective school(s)
 - Conduct and document DPAS with the above highlighted criteria for evaluations for all staff during the 2010-2011 school year
 - Participate in training related to new DPAS system to be implemented during the 2011-2012 school year per new state regulation

- LEAs with 9 or more schools identified in Tiers I, II, and III, have chosen to implement the transformation model in no more than 50% of eligible schools.

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Each DDOE SIG review team member will have the opportunity to comment and provide feedback on each section of the application. The budget section will be reviewed using the following criteria:

- Budgeted items must be clearly and directly linked to the strategies in the LEA's SIG Goal
- Budgeted items must clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs indicated under this goal)
- Budgeted items must be necessary and reasonable for the proper and efficient performance and administration of the grant award
- Budgeted items must be realistic including
 - Able to be fully expended during the grant period, with the majority of funds to be expended during year 1 of the grant period as demonstrated in the Distribution of Funds section of the application
 - Of sufficient scope and amount to ensure strategy success (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers' participation)
- Budgeted items must be allowable under ESEA cost principles and state law and regulation
- Budgeted items for LEAs choosing the school closure model must not be for more than one year in duration and may only be allocated for costs related to school closure including, but not limited to:
 - parent and community outreach efforts related to school closure
 - parent and student transition services to the new school
 - new school orientation activities for parents and students transferring from the closed school
 - administrative and operational costs, only if they are in excess of normal LEA costs and directly related to the school closure (i.e. transportation costs exceeding normal LEA transportation costs for the students in the closed school)
- Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.*
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.*
- (3) Align other resources with the interventions.*
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.*
- (5) Sustain the reforms after the funding period ends.*

Processes for LEAs serving Partnership Zone schools

Design and implement interventions consistent with the final requirements

The State's plan to support turnaround begins with its newly revised regulations, which mandate a process for identifying lowest-achieving schools, and initiating reform through the State's Partnership Zone. Each year, schools that have been selected to participate in the Partnership Zone will be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan. Delaware regulation now requires local bargaining units to work with LEAs to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful.

Recruit, screen, and select external providers, if applicable, to ensure their quality.

The State's Turnaround Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from the point of entry into the Partnership Zone, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. Schools that choose to convert to a charter school will be supported by both the Turnaround Office and the Charter Management Office. The State has established a partnership with Mass Insight to support its turnaround efforts, making it one of a handful of states selected for partnership with this national leader in school reform. See Appendix B for a copy of the MOU with Mass Insight.

Align other resources with the interventions

LEA and School Success Plans are comprehensive plans – not individual plans for separate initiatives. The 1003(g) SIG, the Consolidated Application, and the 1003(a) school improvement grants all require funds to be directly linked to goals, objectives, targets and strategies within the Success Plan. Although Success Plans may be amended, all grants, and any amendments, are reviewed to ensure alignment of resources and interventions. Any LEA awarded 1003(g) SIG funds will be required to show alignment of federal and state program funds with the SIG interventions. Similarly, and school awarded 1003(g) SIG funds (through its LEA) will be required to show alignment of state and Title I 1003(a) school improvement grant funds (if eligible) and SIG interventions.

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Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

The State will enter into MOUs with LEAs, requiring schools to achieve adequate yearly progress (AYP) within two years of operations within the Partnership Zone. The State will monitor progress and provide supports and consequences if schools are off-track to meeting their AYP targets.

The Turnaround Office will monitor LEAs with SIG schools to ensure all duties are carried out and SIG schools are making significant progress. If the LEA is experiencing problems or barriers to full SIG implementation, the Turnaround Office will work with the LEA to alleviate those issues and/or to amend plans appropriately. The Turnaround Office will monitor progress by regularly reviewing, at minimum, project management plan documentation, progress on formative targets within the LEA Success Plan SIG Goal(s), and LEA requests for assistance.

The Turnaround Office will also be responsible for recommending consequences to the SEA if LEAs are not carrying out SIG grant duties or are not implementing LEA SIG strategies. Supports and consequences may include, but are not limited to, increased technical assistance, required actions with deadlines, and non-renewal of SIG funding.

Sustain the reforms after the funding period ends

The State will support LEAs in improving more than just the persistently lowest-achieving schools through the use of quantitative and qualitative assessments, improved reform plans, and added capacity, support, and oversight. The goals of these efforts are to prevent schools from being defined as PLA.

Processes for LEAs serving non- Partnership Zone schools

Design and implement interventions consistent with the final requirements

LEAs applying for SIG funds for schools that do not fall into the state's Partnership Zone will be required to develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award.

Recruit, screen, and select external providers, if applicable, to ensure their quality.

The State's Turnaround Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from the point of SIG approval, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. Schools that choose to convert to a charter school will be supported by both the Turnaround Office and the Charter Management Office. The State has established a partnership with Mass Insight to support its turnaround efforts, making it one of a handful of states selected for partnership with this national leader in school reform.

Align other resources with the interventions

LEA and School Success Plans are comprehensive plans – not individual plans for separate initiatives. The 1003(g) SIG, the Consolidated Application, and the 1003(a) school improvement grants all require funds to be directly linked to goals, objectives, targets and strategies within the Success Plan. Although Success Plans may be amended, all grants, and any amendments, are reviewed to ensure alignment of resources and interventions. Any LEA awarded 1003(g) SIG funds will be required to show alignment of federal and state program funds with the SIG interventions. Similarly, and school awarded 1003(g) SIG funds (through

its LEA) will be required to show alignment of state and Title I 1003(a) school improvement grant funds (if eligible) and SIG interventions.

Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

Project management plans detail the specific deliverables associated with each LEA Success Plan SIG strategy, the specific tasks required to produce each deliverable, and the required resources and conditions to ensure successful project implementation. Task start dates, due dates, and progress is tracked within the web-based system. LEAs will be required to update task progress within each project management plan at least four times per year. The Turnaround Office will review all project maps and provide feedback and technical assistance to LEAs.

The Turnaround Office will monitor LEAs with SIG schools to ensure all duties are carried out and SIG schools are making significant progress. If the LEA is experiencing problems or barriers to full SIG implementation, the Turnaround Office will work with the LEA to alleviate those issues and/or to amend plans appropriately. The Turnaround Office will monitor progress by regularly reviewing, at minimum, project management plan documentation, progress on formative targets within the LEA Success Plan SIG Goal(s), and LEA requests for assistance.

The Turnaround Office will also be responsible for recommending consequences to the SEA if LEAs are not carrying out SIG grant duties or are not implementing LEA SIG strategies. Supports and consequences may include, but are not limited to, increased technical assistance, required actions with deadlines, and non-renewal of SIG funding.

Sustain the reforms after the funding period ends

The State will support LEAs in improving more than just the persistently lowest-achieving schools through the use of quantitative and qualitative assessments, improved reform plans, and added capacity, support, and oversight. The goals of these efforts are to prevent schools from being defined as PLA.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

Processes for LEAs with Partnership Zone schools

Newly revised state accountability regulation mandates a state process for identifying lowest-achieving schools and initiating reform through the State's Partnership Zone. Each year, schools that have been selected to participate in the Partnership Zone will be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan. Delaware regulation now requires local bargaining units to work with LEAs to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful.

Under state regulation, if the State does not agree with the LEA's proposed option and plan to implement it, the State can refuse to agree to a Partnership Zone MOU. Regulation provides that if an MOU is not agreed to within 120 days, the LEA's options are then limited to closure, reopening the school as a charter, or contracting with a private management organization to operate the school. The limited options available as alternatives to the MOU provide strong incentive for a meaningful agreement to be reached.

Regulation also requires the LEA and the local bargaining unit to secure an agreement providing sufficient operational and staffing flexibility for the model to be implemented successfully. As with the MOU, the assurance that the LEA and the local bargaining unit will negotiate meaningful change at this point is provided by a combination of the parties' interest in rapidly turning around the school, the limited alternative choices available, and the authority granted to the DDOE in the regulation described below.

Finally, regulation specifies: if the LEA and the collective bargaining unit cannot reach agreement with respect to necessary changes to the collective bargaining agreement within 75 days, the LEA and the collective bargaining unit must each provide their last offer to The Delaware Secretary of Education, who will then have final authority to select one of those options for implementation. The Secretary will select one of the options submitted by the LEA and/or its collective bargaining unit. *If the LEA's selection is not the model implemented, that LEA is not eligible for SIG awards.* If The Secretary does not find that either of the options is satisfactory, she may send the parties back to continue negotiations for an additional 30 days. If agreement is not reached in that timeframe, the LEA will be forced to enter an MOU selecting a different model. If no MOU is entered within 120 days from the date of notification that the school was selected for the Partnership Zone, the LEA's options are limited to choosing between closure, reopening the school as a charter, or contracting with a private management organization to operate the school.

Once a plan is agreed upon and implemented, the regulations again provide the State with the authority to

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intervene to ensure rapid improvements in performance. In addition to regular monitoring of progress, regulation states that if, after two years of operations, the school has not made AYP, the MOU process will be repeated. The school will again have the opportunity to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option.

Processes for LEAs with non- Partnership Zone schools

The LEA capacity section of the SIG application includes, in part, the following criteria:

- The LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools)
- If the LEA is not serving all eligible Tier I and Tier II schools, the LEA must provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen not to serve, including LEA staffing, fiscal, and other resource limitations

DDOE SIG review team members will scrutinize the rationale for any Tier I or Tier II schools that are not identified as Partnership Zone participants and that an LEA chooses not to serve. If the review team does not agree that lack-of-capacity evidence within the application is sufficient, the team will require the LEA to revise their application per the review process described in section D. The revision will need to either a) provide additional and substantial evidence supporting the LEA's claim of lack of capacity or b) include a detailed plan and budget for all schools in Tier I and Tier II. Should subsequent resubmissions still provide insufficient evidence of lack of capacity and not include at least one or all Tier I and Tier II schools, then the LEA application will not be awarded.

Reviewers will take the following factors into consideration when reviewing lack of capacity claims by LEAs:

- The number of LEA schools in each Tier
- How the LEA prioritized which schools would be served
- Any key LEA staff position vacancies that impact the likelihood of grant success (i.e. Superintendent)
- The LEA award threshold (i.e. LEA has already reached award maximum)
- Lack of access to or availability of quality partners (i.e. EMO, CMO, outside experts)
- Other salient factors submitted by LEA

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D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process and timeline for approving LEA applications.

Once the state application for 1003(g) is approved, eligible LEAs will be notified that the LEA application is open. Given the small size of Delaware's SIG allocation and the number of Tier I and Tier II schools to be served, it is unlikely that there will be sufficient funds to make a serious impact in Tier III schools. However, should sufficient funds remain after all Tier I and Tier II schools are served and any required SEA carryovers are calculated, the SEA will award funds supporting Tier III schools.

The SIG application process is:

1. LEAs will have 20 business days to submit their applications to DDOE using the web-based Education Success Planning and Evaluation System.
2. The DDOE application SIG review team will receive electronic notification immediately when each grant is submitted.
3. The DDOE SIG review team will then review each application and enter comments within 5 business days of submission.
4. DDOE review team members will sign off on all grants that are approvable.
5. If an application is not approvable, it will be set to revise status within 1 business day and LEA personnel will receive an automatic electronic notification.
 - a. The LEA will have 7 business days to revise the application in light of reviewer comments and resubmit.
 - b. DDOE will also provide the LEA with technical assistance, as necessary and as requested, during the revision timeline.
 - c. The DDOE SIG review team will review each revised submission within 3 business days.
 - d. Subsequent revisions, if necessary, will repeat until such time as the application is fully approvable. For subsequent revision, LEAs will be required to revise and resubmit the application within 3 business days.
6. Once an application is approved by all review team members, the Associate Secretary for College and Career Readiness and the Secretary of Education will review and sign the grant. Should either the Associate Secretary or Secretary not approve the grant, he or she will contact the Director of Career, Technical and Title I Resources and explain the rationale denying approval. The director will then enter additional comments in the LEA application and the process will revert back to step 5 above.
7. Once the Secretary has signed the grant, financial processing will begin. All funds will be loaded to the LEA and the LEA will be notified of the grant award within 5 business days of the Secretary's approval.

Proposed Timeline for 2010:

April 9 – open SIG grant to LEAs

May 7 – final submission date

May 14 – all DDOE reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

May 25 – all resubmissions due

May 28 – all DDOE re-reviews completed, all LEAs notified of any revisions needed, approved applications

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forwarded for Associate Secretary and Secretary Review

June 2 – any subsequent resubmissions due

June 7 – any final DDOE re-reviews completed, approved applications forwarded for Associate Secretary and Secretary Review

All awards must be finalized by June 18, 2010. All schools must begin implementing plans before the first day of the 2010-2011 school year.

Timelines for subsequent years:

August – Final school-level AYP determinations

September 1 – determine Tier I, Tier II, and Tier III school lists and identify Partnership Zone Schools

September through December – Partnership Zone schools determine intervention model and establish an MOU per state regulation 103; non-Partnership Zone schools select intervention model in collaboration with staff, parents and community members

January 2 or first business weekday in January – open SIG grant to eligible LEAs

By January 31 – final submission date for all LEA applications

By February 5 – all DDOE reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

By February 18 – all resubmissions due

By February 23 – all DDOE re-reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

By February 28 – any subsequent resubmissions due

March – any final DDOE re-reviews completed, approved applications forwarded for Associate Secretary and Secretary Review

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The DDOE Turnaround Office will be responsible for monitoring performance in all SIG LEAs and schools, including those within the Partnership Zone. Each LEA will be required to enter a minimum of 3 progress updates for each formative measure under the LEA Success Plan SIG Goal(s) during the first three quarters of the grant period. (Progress updates are entered into the web-based LEA Success Plan.) The summative progress update for each summative measure under the SIG Goal(s) must be entered within one month of the end of the grant period or within one month of data becoming available from the state assessment.

All LEAs are required to provide formative and summative updates online within the Success Plan. First, the LEA/school enters performance data as compared to each measure and target set. Next, the LEA/school describes progress and rationale. A sample of the online module is included in Appendix D.

Designated Turnaround Office personnel will receive an automatic email when progress updates are submitted, which alerts them to review each submission. Turnaround Office personnel will then contact LEA/school staff with any concerns or offers of technical assistance.

LEAs that do not show reasonable progress will receive regular feedback from the DDOE Turnaround Office

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(quarterly review of formative progress and annual review of summative progress). The DDOE Turnaround Office will be responsible for providing timely technical assistance to LEAs and for making determinations for non-renewal. Non-renewal decisions will be based on 1) consistent lack of progress across all formative and summative measures and 2) lack of LEA response to recommendations and/or technical assistance from the DDOE Turnaround Office.

For Partnership Zone schools, new state regulation requires that if, after two years of operations, a school has not made AYP, the MOU process will be repeated. The school will again have the opportunity to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The DDOE Turnaround Office will be responsible for monitoring performance in all SIG LEAs and schools, including Tier III schools funded through SIG. Each LEA will be required to enter a minimum of 3 progress updates for each formative measure under the LEA Success Plan SIG Goal(s) during the first three quarters of the grant period. (Progress updates are entered into the web-based LEA Success Plan.) The summative progress update for each summative measure under the SIG Goal(s) must be entered within one month of the end of the grant period or within one month of data becoming available from the state assessment.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

The DDOE Turnaround Office will be responsible for monitoring performance in all SIG LEAs and schools, including Tier III schools funded through SIG.

The Turnaround Office will monitor SIG schools to ensure they are making significant progress and are on track to achieve adequate yearly progress (AYP) in the following ways:

- Monitoring LEA progress updates for each formative measure under the LEA Success Plan SIG Goal(s) and ensuring progress is being made (at least quarterly).
- Monitoring summative progress updates for each summative measure under the SIG Goal(s) to ensure student achievement targets are being met (annually).
- Monitoring LEA progress on SIG project management plans (at least quarterly).
- Monitoring LEA expenditures (at least quarterly).

LEAs are required to submit at least 3 formative and 1 summative progress update; however, they may submit up to 12 formative updates a year. The DDOE Turnaround office will therefore monitor each award at a minimum of 4 times a year (quarterly) and up to 12 times a year (monthly).

The DDOE Turnaround office will also have access to monitor LEA expenditures on a monthly basis, but will monitor expenditures no less than quarterly (once every 3 months). It is anticipated that the DDOE

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Turnaround Office will monitor expenditures monthly.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

SIG awards will be granted statewide in the following priority order:

1. State Partnership Zone schools that are in SIG Tier I and II (beginning 2011-2012)
2. Other SIG Tier I and II schools as follows:
 1. Rank remaining (non-Partnership Zone) Tier I schools from lowest to highest achieving in most recent test administration
 2. Determine LEA demonstrated capacity for Tier I applications within the state allocation
 3. Fund LEA applications in rank order, lowest achieving to highest, where LEA applications demonstrate capacity for full model implementation
 4. Rank remaining (non-Partnership Zone) Tier II schools from lowest to highest achieving in most recent test administration
 5. Determine LEA demonstrated capacity for Tier II applications within the state allocation
 6. Fund LEA applications in rank order, lowest achieving to highest, where LEA applications demonstrate capacity for full model implementation
3. Tier III schools - only where Tier I and/or Tier II schools are already being funded and where Tier III schools choose to implement one of the four SIG models
4. Tier III schools - only where Tier I and/or Tier II schools are already being funded or in LEAs where there are not Tier I or II schools that choose *not* to implement one of the four SIG models

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

Tier III schools will be prioritized in two ways:

1. LEAs that serve both Tier I and/or Tier II schools and Tier III schools will have first priority to apply for funds supporting Tier III schools (LEAs with only Tier III schools will only be eligible once all Tier I and Tier II schools are funded)
2. LEAs that choose to implement one of the four models required for Tier I and Tier II in their Tier III schools will receive priority over applications from LEAs that choose other supports for Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The SEA does not intend to take over any schools.

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(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

The State's Turnaround Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from the point of entry into the Partnership Zone, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. LEAs that choose to convert schools to a charter school to be authorized by the SEA, not LEA, will be supported by both the Turnaround Office and the Charter Management Office. Supports would include, but not be limited to, training to charter school staff regarding state and federal operating requirements such as financial management, data management and reporting, program requirements, curricula alignment, Success Planning, grant application processes, and charter school program requirements.

The Turnaround Office will also provide targeted support for Partnership Zone schools as delineated in the MOU. Types of assistance will vary depending on the intervention model chosen, specific LEA and school needs, and MOU contents. The State has established a partnership with Mass Insight to support its turnaround efforts, making it one of a handful of states selected for partnership with this national leader in school reform. See Appendix B for a copy of the MOU with Mass Insight.

Similar service delivery will be available to non-Partnership Zone schools when agreed upon by the LEA and the DDOE Turnaround Office.

E. ASSURANCES: The SEA must provide the assurances set forth below.

The SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

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F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

SEA activities carried out through the state-level reservation funds will include:

- Turnaround Office costs to provide direct and individualized technical assistance to LEAs
- Turnaround Office costs to carry out SIG monitoring, evaluation, and reporting duties

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA consulted with its Committee of Practitioners, the DESS Advisory Council, regarding the information set forth in its application on February 2, 2010. [Link to copy of the PowerPoint used.](#) Notice and request for comment related to "minimum n" waiver option was sent to committee members, via email, on Tuesday, February 9, 2010.

The SEA may also consult with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders, including district Chief School Officers and Charter School Directors with schools identified for Tier I and Tier II, and Delaware State Education Association Leadership.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Delaware requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

1. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
2. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
3. Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.
4. Waive the definition in section I.A.3 of the final requirements in order to apply a "minimum n" below which the SEA would not identify a school. *This waiver request will be forwarded March, 1, 2010 after the formal comment period expires.*

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached link to that notice. No comments were received. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public and has attached a link to that notice.

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The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

APPENDIX A

Explanation of calculation methods to determine PLA schools and relevant definitions

Measures for Placing Schools into Tiers

English/language arts and mathematics proficiency rates were calculated using the Single Percentage Method for the most recent year of AYP determinations (i.e., 2009). The numerator for the percentage consisted of students who scored proficient or higher in English/language arts plus students who scored proficient or higher in mathematics. The denominator for the percentage consisted of the total number of students assessed in English/language arts plus the total number of students who assessed in mathematics. Students were included in both the numerator and denominator if they took either the regular assessment or the alternate assessment. Students were only included if they met the full school year definition used in Delaware's approved Accountability Workbook.

"Lack of Progress" was determined by first calculating the percent proficient for the two preceding years using the Single Percentage Method described above. The three years of proficiency percentages for 2007-2009 were then used to calculate a slope for each school over the three years¹. The slope represented the change in the percent proficient per year over the period. Positive slope values represented growth, whereas negative slope values represented regression.

Finally, the graduation rates used for Delaware's Other Academic Indicator for AYP determinations was calculated for 2007, 2008, and 2009 in order to examine whether they were below 60% over a number of years.

Assignment of Schools to Tiers I and III

Delaware has 20 Title I schools that are under improvement, corrective action, or restructuring for the 2009-10 school year. The 20 schools were ranked on the dimensions of English/language arts and mathematics proficiency rates and "Lack of Progress". The school with highest percent proficient for 2009 was given a rank of 1, and the school with the lowest percent proficient was given a rank of 20. The school with the largest (positive) slope value was given a rank of 1 and the school with the smallest (negative) slope value was given a rank of 20. An overall weighted average ranking was created for each school by applying the weight of 50% to the percent proficient rank and applying the weight of 50% to the "Lack of Progress" rank and summing the resulting values. The lowest-achieving schools for Tier I were determined by taking the five schools with the highest overall weighted average ranks.

There were six high schools among the 20 Title I Schools. Using the criterion that all three years of graduation rates must be below 60%, there were no additional schools identified for Tier I.

The remaining 15 Title I schools were assigned to Tier III. When using the "minimum n" waiver, small schools identified under Tier I or Tier II were added to the Tier III list, which expanded Tier III to a total of 17 schools.

¹ One school, McCullough Middle school is a newer school that only had 2 years of percent proficiency data. In this case, the slope was based on just two years worth of data.

Assignment of Schools to Tier II

Delaware has 26 secondary schools that are Title I eligible but not participating using the criterion of 35% of their students receiving free or reduced price lunch as of the fall of 2009. (When using the "minimum n" waiver option, two of the schools were removed and assigned to Tier III based on meeting the "minimum n" waiver criteria.) The schools were ranked on the dimensions of English/language arts and mathematics proficiency rates and "Lack of Progress". The school with highest percent proficient for 2009 was given a rank of 1, and the school with the lowest percent proficient was given a rank of 26. The school with the largest (positive) slope value was given a rank of 1 and the school with the smallest (negative) slope value was given a rank of 26. An overall weighted average ranking was created for each school by applying the weight of 50% to the percent proficient rank and applying the weight of 50% to the "Lack of Progress" rank and summing the resulting values. The lowest-achieving schools for Tier II were determined by taking the five schools with the highest overall weighted average ranks. (When using the "minimum n" waiver options, overall weighted average ranks for the fourth, fifth, and sixth schools on list were tied, so the lowest-achieving schools for Tier II were determined by taking the six schools with the highest overall weighted average ranks.)

There were 14 high schools among the 26 secondary schools that are Title I eligible but not participating. Using the criterion that all three years of graduation rates must be below 60%, there was one additional school identified for Tier II. (In the "minimum n" waiver option no additional schools were identified for Tier II based on graduation rate.)

The remaining Title I secondary schools that are Title I eligible but not participating were not assigned to a Tier.

Small Schools Determination

Tier I and Tier II lists were also calculated using the "minimum n" waiver. Small schools were removed from the pool of Tier I and Tier II schools prior to ranking calculations and added to Tier III. Small schools were identified using the following criteria: $N < 30$ in the all students denominator category for at least two of the three years of the progress slope calculation.

Additional Definitions

"DDOE" means the Delaware Department of Education

"Delaware Department of Education Achievement Metric" or "DDOE Achievement Metric" means the calculation that is based on the risk and need of each school as demonstrated by its performance on the DSTP or successor statewide assessment.

"Elementary School" means a school with a grade configuration including any of the following: Kindergarten, grade 1, grade 2, grade 3, grade 4, grade 5, or grade 6. However, a school that has grade 6 as its lowest grade level may be considered a Middle School or Secondary School as those terms are defined herein.

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"High School" means a school with a grade configuration including any of the following: grade 9, grade 10, grade 11, or grade 12. A High School shall also be considered a Secondary School as that term is defined herein.

"Local Educational Agency" or "LEA" means a public board of education or other public authority legally constituted within Delaware for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a school district, or for a combination of school districts. The term includes an educational service agency and any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

"Middle School" means a school with a grade configuration with more than one of the following: grade 6, grade 7, or grade 8, but that does not include any grade lower than grade 5.

"Persistently low-achieving school" means

- (i) Any Title I school in improvement, corrective action, or restructuring that:
 - (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and
- (ii) Any secondary school that is eligible for, but does not receive, Title I funds that:
 - (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and
- (iii) Any non-Title I eligible secondary school that would be considered a persistently low-achieving school pursuant to one or more of the aforementioned requirements if it were eligible to receive Title I funds

[The determination shall be based on the academic achievement of the "all students" subgroup in the school in terms of proficiency on the assessments under section 1111(b)(3) of the ESEA in reading and mathematics combined; and the school's lack of progress on those assessments over a period of three school years in the "all students" subgroup. Proficiency and lack of progress shall be weighted equally.]

"Secondary School" means a school with a grade configuration including any of the following: grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School as those terms are defined herein.



August 23, 2009

Dear Secretary Lowery,

We hope that you are finding your participation in Mass Insight's monthly conference calls for the State Turnaround Development Group to be valuable as you think through new strategies for turning around low-performing schools. We plan to continue to support this network of about 12 states on a sustained basis to share information about effective investments in school turnaround and to provide feedback from you to the U.S. Department of Education staff.

As one of a smaller group of states where we have developed a deeper partnership, we are now pleased to offer you the opportunity to participate in an exciting, high-profile national pilot, the Partnership Zone Initiative-- a five year, \$40 million dollar effort to create scalable and sustainable school turnaround. The Partnership Zone Initiative will bring together public and private support for partner organizations working with states and districts in transforming clusters of under-performing schools.

We believe that this initiative will help you access Race to the Top and other competitive federal funds in order to implement a scalable school turnaround strategy and a sustainable method of improving district systems. Your involvement this fall will also clearly demonstrate that you have moved beyond planning and are taking active steps to implement a turnaround strategy for the bottom 5% of your schools, adopting the President's challenge.

Delaware is among the select group of states we are inviting to take the next step in committing to work with us in the Partnership Zone Initiative because of: 1) your commitment to the Partnership Zone framework set forth in the *Turnaround Challenge* report; 2) your commitment to investing the additional resources necessary for successful turnaround; and the 3) alignment and support of your state and district leadership.

In its first year, the Partnership Zones will be established in up to three states with at least one or two volunteer districts participating in each state (some states may choose to include more). We expect that the first group of finalist states will be selected by November 2009 in preparation to open Partnership Zones for the 2010-2011 school year. We will continue to work

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with states that are not selected for this first cohort and will seek additional funding to expand the initiative as we go forward.

Final selection of the first cohort of three states for the Partnership Zone initiative will be based on meeting milestones related to the principles summarized below under State and District Commitments. We will provide additional detail on the final selection in the early fall and will actively work with you over the fall to support your preparation for the Initiative.

Benefits to Participating States and Districts: A Public-Private Partnership

Private Funding and Strategic Services: Mass Insight is committed to raising \$20 million of private national funding this fall for the five year initiative, which will support an integrated team of national strategic partners, and one half of a \$2.5 million annual five year budget for a state-based non profit Strategic Partner to support the state's efforts and that of the participating district(s). We will work with the state Strategic Partners to raise the remaining \$1.2 million of annual private funding within the state. Services to states and districts will include:

- **National Strategic Partners**

Mass Insight will organize and integrate the services of a leading group of national strategic partners to assist states and districts in strategic planning, state policy analysis, human capital analysis and implementation, district and school budget audits and other critical turnaround activities. To date, the following organizations have agreed to participate in the Partnership Zone Initiative:

- **Strategic Planning and Initial Assessments**
 - Parthenon Group
 - Apollo Philanthropies
- **State Policy Analysis and Recommendations**
 - EducationCounsel
- **Human Capital Strategy and Implementation**
 - The New Teacher Project
- **School Needs Assessment/Capacity Review**
 - SchoolWorks
- **Evaluation/Research**
 - RAND Corporation

- **Additional Services to States and Districts:**

- Assistance to states in completing turnaround strategy for Race to the Top applications in support of consulting firms working with you on applications;
- Assistance to states in applying for local and regional funding.

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Public Funding for School-Level Implementation: Using federal school improvement and other funds along with a mandated re-allocation of local budgets, public funding will provide the school-level turnaround and Lead Partner support for the school clusters. Public funds will be invested in incentive and other increased compensation for school staff as part of a package extending the school day and providing for staffing flexibility in the Partnership Zones. (See public funding commitments below.)

Overview of the Partnership Zone

The core elements of Partnership Zones provide a unique opportunity to create the conditions and support systems necessary to create sustainable, scalable change. States and local districts will support and fund **Partnership Zones** containing **clusters of three to five high-need, low-performing schools**, with a commitment to add additional clusters. **Lead Partners** will sign performance agreements with districts for full authority over staffing, school programs, and all service providers in the school clusters. In return, as part of the performance agreement, Lead Partners will accept full accountability for student performance. In order to support the Zones, states and districts will commit to creating **flexible operating conditions** for Zone schools with a particular focus on four key elements including:

- **People**—Who is recruited, hired, and retained
- **Time**—The length of the school day
- **Money**—How school budgets are allocated
- **Program**—The implementation of a rigorous, standards-based curriculum

State and District Commitments

As an initial step in the selection process, we are requesting six key commitments from states and districts identified as first cohort candidates for the national foundation proposal. Final selection of up to three states will be based on the timely ability to meet these commitments as detailed in the additional guidance to be issued in the early fall:

1. *Commit to **target funds to Partnership Zones (Title I including 1003(g), other federal funds)** in the range of \$750,000 per school per year for the first three years for up to 8-*

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10 schools. While a large portion of the funding will come from new federal and state funds, some of the funding should also come from district re-allocations and budget flexibilities. After three years, some of the start-up costs associated with creating the Zones will be reduced.

2. Commit to the creation of **Partnership Zones with altered operating conditions** in order to achieve:
 - Funding and regulatory flexibility
 - Extended school day
 - Flexibility in hiring/program;
3. Commit to work with a **non-profit Strategic Partner** on the state level who will support the initiative; act as a fiscal agent for private funding, provide policy support, build leadership coalitions at the state and district levels and provide support for the growth of Lead Partner organizations;
4. Commit to **building local capacity by supporting a marketplace of Lead Partners** which sign performance contracts with districts for school accountability;
5. Commit to the **expansion and scalability of Partnership Zones** beyond the original cluster, adding additional clusters of schools each year;
6. Commit to **align the state's Race to the Top application** with Mass Insight's school turnaround framework of Zones and Lead Partners.

Actions Required

We are asking you to indicate your commitment to these principles by signing this letter and returning it to our office by September 11th. Signing this letter indicates your agreement, in principle, to realize the commitments listed above, your willingness to be identified in Mass Insight's national grant proposal, and your interest in moving forward to the next stage of the state selection process.

The Partnership Zone pilot provides an opportunity for states and districts, for the first time, to create the conditions necessary for successful, scalable, and sustainable school turnaround. We look forward to your participation with us in establishing national models for this challenge.

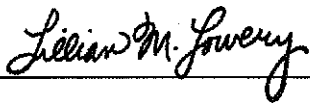
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Very truly yours,

William Guenther

President,

Mass Insight



January 28, 2010

Signature of State Commissioner/Superintendent of Education

Date

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

Under section 1003(g)(1) of the ESEA, the Secretary must "award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116." In awarding such subgrants, an SEA must "give priority to the local educational agencies with the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116." The regulatory requirements expand upon these provisions, further defining LEAs with the "greatest need" for SIG funds and the "strongest commitment" to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

LEA: _____ **Reviewer:** _____

Directions: Use the criteria below to review each *eligible* district and charter school Success Plan and Grant.

Required Components of Title I, 1003(g) District and Charter School Success Plan and Grant	Yes	No	N/A	Comments
Eligibility:				
1) LEA is applying for schools eligible under Tier I definition				
2) LEA is applying for schools eligible under Tier II definition				
3) LEA is applying for schools eligible under Tier III definition				
Evaluation – Success Plan:				
1) LEA has identified a mission				
2) LEA has identified a vision				
3) LEA has completed the needs assessment				
4) LEA have included goals				
5) LEA have included measurable objectives				
6) LEA has included formative measures				
7) LEA has included summative measures				
8) LEA has included strategies				
9) Needs assessment information is updated for all schools being served by SIG				

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

a) Needs include each of the academic reasons why each school is in improvement				
b) Needs include non-academic data that are clearly and logically linked to conditions that impact student achievement for each school				
10) A separate SIG goal is added for the intervention chosen for each school being served by SIG				
11) School specific objectives are added to new SIG goal for each intervention chosen				
12) School specific formative measures and targets are added to each objective under the new SIG goal for each intervention chosen				
13) School specific summative measures and targets are added to each objective under the new SIG goal for each intervention chosen				
14) School specific strategies are added to each objective under the new SIG goal for each intervention chosen				
Model Specific Evaluation – Restart Model:				
1) LEA demonstrates that the LEA has conducted a thorough search of possible EMO/CMOs of which have indicated availability, interest and capacity to restart the identified school(s)				
2) LEA demonstrates a rigorous review process of the EMO/CMO's reform plans and strategies				
3) LEA assures that the school will enroll all former students, within the grades the school serves, who wish to attend the school				
4) LEA identifies the grades the school will serve and the grade(s) the EMO/CMO will restart, ensuring that the SIG funds will only be used for the grade(s) under the restart model				
5) LEA assures the EMO/CMO contract will include language to hold the EMO/CMO accountable for complying with final requirements				
Model Specific Evaluation – School Closure:				
1) LEA provides a clear and detailed plan for ensuring students will be enrolled in a higher-achieving school within reasonable proximity to the closed school				
2) LEA assures that funds used to close a school will be used within one year				

**District and Charter School Success Plan & 1003(g) School Improvement
Grant Approval Checklist**

Title I, Part A, 1003(g)

3) LEA assures that funds are only allocated for costs related to school closure				
Model Specific Evaluation – Turnaround Model:				
1) LEA describes a process to replace the principal, provides rigorous criteria for new principal selection, and ensures the new principal sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
2) LEA assures participation in DPAS II-Revised to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students				
3) LEA describes a process and criteria for screening all existing staff				
4) LEA assures no more than 50% of existing staff will be rehired				
5) LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff				
6) LEA includes ongoing professional development opportunities, aligned with the school's comprehensive instructional program, that meet the state's definition of high quality professional development				
7) LEA describes a new LEA governance structure for the school(s) and describes LEA capacity to carry out additional authority and accountability				
8) LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned, and aligned with the State Standards				
9) LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction				
10) LEA includes strategies to increase learning time				
11) LEA includes strategies to support student social-emotional and community-oriented service needs				
Model Specific Evaluation – Transformation Model:				

District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

1) LEA describes a process to replace the principal and provides rigorous criteria for new principal selection				
2) LEA assures participation in DPAS II-Revised to measure the effectiveness of principal and staff				
3) LEA includes strategies to reward staff who are effective and to remove those who, after receiving ample support and opportunity to improve, have not done so				
4) LEA includes ongoing professional development opportunities, aligned with the school's comprehensive instructional program, that meet the state's definition of high quality professional development				
5) LEA includes multiple coordinated strategies to provide incentives and rewards to recruit, place and retain effective staff				
6) LEA describes how the school will identify and implement an instructional program that is research-based, vertically aligned, and aligned with the State Standards				
7) LEA describes a process for the school staff to use student data on a continuous basis to inform and differentiate instruction				
8) LEA includes strategies to increase learning time				
9) LEA includes strategies to provide ongoing mechanisms for family and community engagement				
10) LEA includes strategies to grant the school sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
11) LEA describes how the LEA or other provider(s) will provide the school(s) with ongoing, intensive technical assistance and related support				
Evaluation – Capacity:				
1) LEA has identified at least one Tier I or Tier II school to serve (unless there are no Tier I or Tier II schools)				
2) LEA has identified all SIG-eligible state Partnership Zone schools to serve				

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District and Charter School Success Plan & 1003(g) School Improvement Grant Approval Checklist

Title I, Part A, 1003(g)

3) [Applicable only for LEAs not serving ALL eligible Tier I and Tier II schools] LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations				
4) LEA has provided clear and logical rationale linked to the specific school needs for the model chosen for each school served				
5) LEA has identified LEA-level staff members and their expertise in supporting each school				
6) LEA has identified outside experts and their expertise in supporting each school				
Evaluation – Budget:				
1) Budgeted items are clearly and directly linked to the strategies in the LEA's SIG goal				
2) Budgeted items clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs)				
3) Budgeted items are necessary and reasonable for the proper and efficient performance and administration of the grant award				
4) Budgeted items are able to be fully expended during the grant period				
5) The majority of the budgeted items will be expended during year 1 of the grant period				
6) Budgeted items are of sufficient scope and amount to ensure strategy success				
7) Budgeted items are allowable under ESEA cost principles and state law and regulation				
8) [Applicable only for LEA selecting the school closure model] Budgeted items are not more than one year in duration				
9) [Applicable only for LEA selecting the school closure model] Budgeted items are only allocated for costs related to school closure				
10) Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)				
Assurances:				
1) The LEA has signed off on all SIG assurances.				

Objective: Support the success of students who need special education services

View Measure

[CM] % Proficient in Math on the DSTP (Special Ed - All Grades)

Start Year: 2008 Baseline: 30.6

Target Date	Target Value	Actual Date	Actual Value
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6/15/2008	40	6/15/2008	30.6
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6/15/2009	45	6/15/2009	31.1
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View Measure

[CM] % Proficient in Reading on the DSTP (Special Ed - All Grades)

Start Year: 2008 Baseline: 39.9

Target Date	Target Value	Actual Date	Actual Value
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6/15/2008	50	6/15/2008	37.2
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6/15/2009	55	6/15/2009	35.6
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View Measure

Mean SAT Critical Reading (Verbal) score

Start Year: 2007 Baseline: 475

Target Date	Target Value	Actual Date	Actual Value
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12/15/2008	478	12/12/2008	470
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6/15/2009	480	12/1/2009	464
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View Measure

Mean SAT Mathematics score

Start Year: 2007 Baseline: 476

Target Date	Target Value	Actual Date	Actual Value
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6/15/2008	478	12/12/2008	465
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6/15/2009	480	12/1/2009	465
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View Measure

[CM] Percent of children with IEPs aged 6 through 21 inside regular class 80%+ of day

Start Year: 2007 Baseline: 53

Target Date	Target Value	Actual Date	Actual Value
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3/30/2008	60	3/30/2008	56.2
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3/30/2009	65	3/30/2009	56.3
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Update Questions

[1.] What progress have you made in meeting this objective?

- ☐ Fully met
- ☐ Significant progress made
- ☐ Partial progress made
- ☐ Little or no progress made